ACCOUNTABILITY UPDATE

Office of Educational Accountability

Secure Release Scheduled: *October 17*
The preliminary 2016-17 accountability report cards will be released securely via SAFE on Tuesday, October 17, 2017. As a **secure and preliminary report, the report cards will be embargoed** until the public release in November (date TBD).

Report Card Inquiry Period: *October 17 - 24*
The secure release of the preliminary report cards marks the start of a one-week inquiry period. The inquiry period is an opportunity for schools and districts to review their preliminary report card and contact us if they suspect incorrect data was used in the accountability calculations; or to ask us detailed questions about their report card data. As such, there are two types of inquiries:

- Corrections Inquiry: If the school/district suspects that inaccurate data was submitted to DPI and subsequently used in the report card, the school/district should complete the online inquiry form by October 24, 2017. OEA will review the inquiry and respond accordingly. For example, a school may notice that the number of graduates is off. In this case, OEA would send a student-level roster via secure transfer to the school with detailed instructions for how to correct the roster of completers, as well as what evidence must be sent along in order to make the change to report card data. OEA will review the evidence submitted, and, as appropriate, make the correction(s) to the report card data. Any corrections made will not appear until the next round of secure report cards are updated – just prior to the final, public release.

- Informational Inquiry: If the school/district wants to better understand their report card results, how calculations work, or why scores may have changed year-to-year, they can submit an informational inquiry and our team will respond accordingly. In these cases, since no data needs to be exchanged, OEA works to answer these questions in the order they were received, always in advance of the final report card release.

Regardless of the type of inquiry you have, we ask that **schools review their preliminary report card as soon as possible after the release on October 17, 2017 and complete the short submission form by October 24, 2017.** This is not a deadline for the completion of a data exchange that may come with a corrections inquiry; simply a deadline for the submission of the form. The submission form for a report card inquiry will be live on October 17, 2017. A secure release checklist is available on the accountability resources page (see below) to help with your review.

Report Card Resources: *2016-17 Resources Posted*
As we approach the secure release, OEA has created a number of accountability resources to help you better understand and explain the Accountability Report Cards. We strive for a valid, reliable, and fair accountability system and have been working to produce the most accurate report cards possible. We also strive for transparency and stakeholder engagement to increase understanding of the state accountability system. We will share resources in the interest of both of those goals, as well as provide

new resources that address trends in statewide accountability data. Please visit the resource page (https://dpi.wi.gov/accountability/resources) as you work to build understanding of the Accountability Report Cards and let us know if you need any additional support. Questions specific to the report cards and the data used for accountability can be sent to: reportcardhelp@dpi.wi.gov.

~OEA

Office of Student Assessment

OSA Office Hours Webinar
Thank you for joining the OSA Office Hours webinar held on Thursday, September 28. The OSA team appreciates the opportunity to connect with you on assessment-related topics.
Please visit the DAC Resources & Trainings webpage for the PowerPoint slides and the archived webinar. The PowerPoint slides and webinar are now posted.The next office hours is scheduled for **November 16** from 9:30 - 10:30 a.m.

Help Us Build Strategic Assessment Systems Together!

Wisconsin educators are invited to join our work in building assessment and data literacy. We are currently looking for educators who are data savvy to join the Classroom Data Tool User Advisory Group. The classroom data tool will store and track classroom level, student-centered data and will help teachers plan for instruction. The user group will meet remotely on a monthly basis and will advise and advocate user-friendly, time saving, and value-added features for the classroom data tool application. Please read the Classroom Data Management Tool Advisory Group Description for more information about the role of the user group within this project. The next user group meeting is on Monday, October 16th from 3:15pm-4:15pm. Contact lauren.zellmer@dpi.wi.gov if you are interested in participating.

~OSA

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WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATE

Forward Exam

Reminder:

2018 Forward Exam District Technology Coordinator Training
This training is intended for District Technology Coordinators (DTCs) and any other technology staff that will be assisting in the setup, configuration, and monitoring of technology for the Spring 2018 administration of the Forward Exam. We'll include:

- An Overview of software and configurations
- What's new and different for the Spring 2018 administration
- Overview of Central Office and TSM
- Where to download the testing software
- How to configure the testing software on all device types

You'll also have the opportunity to ask questions related to the Forward Exam software and technology This event will be delivered online via a Skype meeting. **Click Here to Register for the DTC Training**

TTS/Read Aloud Accommodation Change

New this year is a change to the Text-to-Speech (TTS)/read aloud accommodation for the Forward Exam. The TTS/read aloud **accommodation** allows the student to listen to ELA test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**. This accommodation may only be provided to a student with visual impairments who is not proficient in contracted Braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the *Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam* form. Students who do not meet this criteria, but require TTS or read aloud, should use the Designated Support, including those with IEP or 504 plans. TTS/read aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices for all content areas (just not the ELA session 4 reading passages). The *Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam* form and more information will be available in the 2017-18 Accessibility Guide.

Updated Important note: DACs should *remove permissions from and make inactive* any individuals in eDIRECT who are no longer employed by the district and adjust user roles to sync with recent staffing changes.

Dynamic Learning Maps (DLM)

Required Test Administration Training- All District Assessment Coordinators have now been added to Moodle as facilitated trainers. Please see the Guide to the DLM Required Test Administration Training for login information.

All test administrators (anyone with a 'teacher' role in Educator Portal) must complete the required training prior to administering the DLM assessment and the optional instructional assessments (Instructional Tools Interface or ITI). Returning test administrators will be required to complete a refresher module and quiz as well as a science module and quiz (approximately one hour and 25 minutes). New test administrators within the DLM system will be expected to complete four required modules and quizzes (approximately three hours). The training modules are now available. We encourage test administrators to complete their training as early as possible and to not wait until the test window to complete the modules.

Reminder:

Writing Test Survey - The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium is recruiting **teachers who have previously administered DLM writing tests (in 2016–2017 or before)** to volunteer as raters in a study of student writing products. We are particularly interested in the participation of teachers with content expertise in English language arts and assessment for students with the most significant cognitive disabilities.

The purpose of the study is to collect additional teacher ratings of student writing products in order to evaluate the consistency of scoring and to inform future test development work. Volunteers will be asked to review small bundles of student writing products. If selected for the project, volunteers will be assigned writing products, and materials will be delivered online. Work will also be completed and submitted via the internet. We expect raters will spend between 3-5 hours of time on the task.

To volunteer as a participant, complete the background survey at the following link (https://kansasedu.qualtrics.com/jfe/form/SV_eXQvCX6PdnrheKN) by end of day **Wednesday, October 11, 2017.** DLM staff will notify the volunteers selected as participants by Friday, October 13, 2017. To qualify, participants must indicate that they will be available to complete the rating work during October 16 - October 30 and will need to have access to a computer with an internet connection. Volunteers will be compensated $50 for each bundle of five student writing products evaluated. Questions about the writing product rating process should be directed to dlm@ku.edu.

KITE® Client is the secure browser used by students taking Dynamic Learning Maps® (DLM®) assessments. Please ensure that the most recent version of KITE Client is installed on devices. For new devices that have never had KITE Client installed, please see the instructions for downloading KITE 5.0 on the DLM website under the KITE Suite heading. For devices that have a previous version of KITE Client (version 3.0 was used during the 2016-17 school year), the KITE Client interface will be automatically updated to KITE Client 5.0 for the 2017-18 school year.

- Auto-update will be prompted when the device is powered on, connected to the internet, and KITE Client is launched.
- Auto-update went out August 31, 2017.
- After the update is downloaded, the user will be prompted to restart the KITE Client.

The auto-update takes about 10 minutes. Be sure to allow enough time for the auto-update.

School Assessment Type - Alternate (SATA)

In an effort to more accurately identify students anticipated to take the DLM alternate assessment under the new ESSA participation cap, we are asking districts to utilize the Student Characteristic SATA in WISEdata. The department will be including additional validations around this indicator beginning on October 12, 2017. All students taking the alternate assessment (DLM) must qualify as a student with the most significant cognitive disabilities as outlined below.

In Wisconsin, a student with the most significant cognitive disability:

- typically is characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

Only a student who meets these criteria and participates in the alternate academic achievement standards may take the alternate assessment.

ACT HIGH SCHOOL ASSESSMENTS

Update regarding the use of non-college reportable and NCRC-ineligible accommodations for students in grade 11:

As a result of ESSA regulations and discussions with ACT, the decision has been made to discontinue the use of non-college reportable accommodations on the ACT. Starting with the spring 2018 statewide administration, non-college reportable ACT scores will not be given. All students will test with standard conditions or ACT-approved accommodations. **This also applies to WorkKeys. Beginning in spring 2018, all students will test with accommodations that are eligible for the National Career Readiness Certificate (NCRC). WorkKeys NCRC-ineligible scores will not be given.**

Ensuring all students can access state assessments using accommodations that are appropriate and result in a valid score remains a priority. ACT has recently updated policies with respect to students with disabilities (for example, to ensure that they are consistent with the principles of universal design). An updated [List of Allowable Accessibility Supports](#) and the [ACT WorkKeys Accessibility Supports Guide](#) are now available on the [DPI ACT Accommodations page](#).

This change also includes discontinuation of the use of the Spanish translation DVD. ACT has instituted a new set of approved supports for English learners taking the ACT including: written test directions translated in 12 languages, extended test time, use of approved word-to-word bilingual dictionary, and testing in a small group environment. These supports may be used in conjunction with any other ACT-approved accommodations and, with prior ACT approval, will result in a college-reportable score. **For WorkKeys, translation of test directions and use of approved word-to-word bilingual dictionary (with extended test time) are allowable supports that result in a National Career Readiness Certificate (NCRC)-eligible score. A Spanish version of WorkKeys is also available, with directions and test items translated in Spanish.**

Further information on English learner supports on the ACT and WorkKeys can be found here: https://dpi.wi.gov/assessment/act/accommodations/english-learner-supports

DPI will continue to work closely with schools and districts to offer training and technical support on the accommodations request process. If you have any questions, please contact the Office of Student Assessment at (608) 267-1072 and osamail@dpi.wi.gov.

ACT with writing
Extended time policy change - Timing code 6, time-and-a-half
- In late August, ACT sent an email to test coordinators providing details on the policy change to the extended time accommodation (Timing Code 6, time-and-a-half).
- All examinees testing with the extended time accommodation (Timing Code 6, time-and-a-half) will now have 5 hours, self-paced, to complete the four multiple-choice tests (English, mathematics, reading, and science).
- **There will be a hard stop at 5 hours or upon the completion of the multiple-choice tests** (whichever comes first).
- **Examinees then get 1 hour to complete their writing test.**
- More details and FAQs can be found here: http://www.act.org/content/dam/act/secured/documents/ExtendedTimePolicy-FAQ.pdf

WorkKeys
Reminder
Test date options
- Schools and districts may choose to offer the WorkKeys on the initial test day (February 28) or the makeup day (March 21).
- **Schools will need to make a manual selection in PearsonAccess^Next in order to have materials shipped for the correct test date.**
- Further instructions for selecting test dates in PearsonAccess^Next will be sent via the DAC Digest and biweekly ACT emails.

Reading Readiness

- For the 2017-18 school year, districts are once again required to administer a reading readiness screener to all 4-year-old kindergarten through 2nd grade students. Wis. Stats. 118.016 indicates that each district is responsible for choosing the screener or screeners to administer with the requirement being that any screener administered must evaluate whether a pupil possesses phonemic awareness and letter sound knowledge.

  In addition to the requirement to administer a literacy screener, the following conditions apply:

  - The department shall pay to the district the per pupil cost of the selected assessment. If the appropriation in any fiscal year is insufficient to pay the full amount of aid, the state superintendent shall prorate state aid payments among the districts entitled to the aid.
  - The district shall report the results of a pupil's assessment to the pupil's parent or guardian.
  - The district in which the pupil is enrolled shall provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under Wis. Stats. 121.02(1)(c).

- More information on the reading readiness requirements can be found at: Reading Readiness Overview. In addition, an FAQ section with reimbursement information can be found at: Reading Readiness FAQ.

ACCESS for ELLs

Reminders

- **Ordering ACCESS Materials**
  - Orders will be calculated automatically based on Pre-ID files on November 1
    - Districts may upload Private School Pre-ID Files in October
    - **DPI will upload the Public School Pre-ID on November 1**
    - Roster pull will occur week of 10/23 - have Student Information System (SIS) up to date
  - Districts will receive orders based on these files on November 30
  - DRC will ship extra materials this year to cut down on additional orders
    - Please share between schools in your district before ordering more
    - Return any unused materials at the end of the test window
    - Additional materials can be ordered November 30 - February /2 with 2 day shipping

- Technology
  - The 2017-18 Technology User Guide is now available on the ACCESS for ELLs 2.0 technology page.
  - The Device Toolkit has been revamped and updated. A tutorial and demo are available here.

- - WIDA AMS resources, including the new user guide and short how-to videos, are now available through the "WIDA AMS" selection on the Assessment drop-down menu on the main WIDA webpage.
  - Training
    - The 2017-18 Test Administrator's Manual and District and School Test Coordinator's Manual can be found on the "Preparation and Training" tab on the ACCESS for ELLs 2.0 webpage.
    - There is a new tab on the ACCESS for ELLs 2.0 page, "Preparing Students," with resources educators can use to get their students ready for testing.
    - Staff need an account on the wida.us website to access training.

  - Calendar for year posted here.

NAEP and International Assessments
(selected schools only)

National Assessment of Educational Progress (NAEP)
Reminders
- High schools that have 12th graders selected for NAEP 2018 should have received Best Practices Strategies for Supporting 12th grade NAEP Participation materials in the mail earlier this week.
- Deadlines:
  - **ASAP**: once mailings are received, schools register for MyNAEP
  - **October 15:** schools complete the *Provide School Information* form on MyNAEP

International Assessments
Reminder
- Schools selected for TIMSS and ICILS were notified in June. A mailing with more information about the assessments were sent to schools last week.

Local Assessment Data in WISEdash for Districts

Reminder

As of fall 2017, districts using Measures of Academic Progress (MAP) will have had over three years to opt-in to including results in their WISEdash for Districts dashboards. Overall, there has been very good response. As a result, we have decided to designate the fall term as last-call for new districts to have historical data included when they opt-in. After November 1, new districts will have data included only for the upcoming testing term and later. For more information about the MAP dashboards, see the MAP "About the Data" WISEdash for Districts page.

Invitation from DPI Special Education team for Stakeholder Input on Wisconsin's Criteria for Identifying Racial Disproportionality in Special Education

Wisconsin is revising the criteria related to racial disproportionality in special education identification, discipline and placement. In December 2016, the U.S. Department of Education, Office of Special Education Programs released Equity in IDEA **final regulations.**

We are asking stakeholders to provide input on setting our risk ratio threshold and data reliability measures. Further, we are asking stakeholders for their input on whether to include a "reasonable progress" measure as part of our criteria. Your input is very valuable to our decision-making process.

Please visit **https://dpi.wi.gov/sped/racialequityinput** for explanatory information and data sheets that provides Wisconsin-specific information and considerations. I hope that you consider reviewing the materials and submitting your input via the **Google form,** also found on the website. Please also consider sharing this invitation with others you know are interested in this topic.

If you have questions or comments as you review this information, please contact Courtney Reed Jenkins at courtney.jenkins@dpi.wi.gov or (608) 267-9183. Input provided by October 31, 2017 will be considered.

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DAC DIGEST DIGESTIBLES

Important Dates to Remember		
October	2-Nov 1: Upload Private School Pre-ID Files.	ACCESS
	15: NAEP School Coordinators complete *Provide School Information* form on MyNAEP	NAEP
	25: Forward Technology Training Webinar	Forward
	25: Forward Technology User Guide and additional resources available	Forward
November	22: Accessibility Training available	Forward
	30: Test Materials Arrive	ACCESS
	30: Additional materials order window opens	ACCESS
December	20: Braille materials order window opens	FORWARD

Important Tasks to Remember	
❏ Submit annual DAC and DTC update forms before September 30.	Forward
❏ Register for DTC training webinar.	Forward
❏ Upload Private School Pre-File to WIDA-AMS.	ACCESS
❏ Check Webinar Calendar and Schedule time to view.	ACCESS
❏ Look for score report information in Educator Portal. Mail home to parents as soon as possible. *Please share with teachers as appropriate.*	DLM

❏ Ensure relevant team members are aware of the information regarding reading readiness assessment at Reading Readiness Overview and Reading Readiness FAQ.	Reading Readiness
❏ Note the 2018 and 2019 Aspire, ACT, and WorkKeys dates and communicate them to relevant team members.	Aspire/ACT/WK
❏ Clean up users in the Aspire portal. Remove users no longer employed by the district.	Aspire
❏ Distribute WorkKeys NCRCs and usernames/passwords to students.	WorkKeys

Online Resource Highlights

As new resources are posted to our website, we will include them here for your convenience. This is NOT an exhaustive list, but meant to highlight resources with significant relevance to our upcoming test windows.

Resource	Description	Assessment
Forward Data and Results	DPI webpage with links to sample ISR cover letters and resources for understanding Forward Reports	Forward
DLM Data and Results	DPI webpage with links to sample ISR cover letters and resources for understanding DLM Reports	DLM
ACT Accommodations	Accommodations and accessibility supports for the ACT high school assessments	Aspire/ACT/WK
ACT EL Supports	English Learner Supports information for the ACT high school assessments	
Extended Time Policy Change	Details and FAQs on the Extended Time Policy Change	ACT
ACCESS for ELLs Calendar	Provides an overview of relevant 2017-18 dates	ACCESS
Standard Setting Impacts	Information on the score changes starting 2016-17	
Report Card Resources	Various resources to assist in understanding, explaining, and using the 2015-16 school and district report card data	OEA